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CHEYENNE RIVER WORKFORCE DEVELOPMENT SURVEY RESULTS

23 JANUARY 2015



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WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

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With funding from the Bush Foundation.

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INTRODUCTION

Cheyenne River Reservation (Cheyenne River) has high rates of both unemployment and economic poverty. We also have a large number of individuals who are able to work but do not have job opportunities or access to applicable jobs. Cheyenne River's 2010-2015 Comprehensive Economic Development Strategy advises, "to improve economic development the following areas of human capital need to continue to improve: education; community wellness; workforce development; and access to capital/financial responsibility." While the Tribe has continued to develop a strong workforce through both internal and external efforts, our strategies remain largely underdeveloped due to limited physical and institutional infrastructure, human capital development, and industry development.

Currently, the Tribe and several community-based organizations are working hard to develop programming to serve the needs of our community members. These organizational partners include Four Bands Community Fund (Four Bands), Cheyenne River Tribal Ventures (CRTV), Oyate Connections, and VOC/REHAB. This survey was conducted to gain a better understanding of the skills available in our community. The data presented here will help tribal leaders and employers better understand the strengths and needs of our work force. It will also help develop a Reservation-wide strategy to increase the skills of individuals seeking permanent employment, while ensuring employers build their capacity to effectively hire and retain qualified employees.

The following data is contextualized within the larger random household study, CRTV Voices, conducted by Cheyenne River Tribal Ventures in 2012 and 2013. Their data showed that nearly 47% of the population was unemployed and of those who are unemployed, 42% were actively seeking employment.¹ That means that out of a total population of 10,564 nearly 4,965 people are currently unemployed and 2,085 of those people are seeking employment.² As the CRTV Voices Executive Summary Report demonstrates, there is a great need for jobs on the Reservation and the 'workforce' survey sought to explore, in more depth, the workforce needs and assets of the Reservation population.

METHODS

Paper surveys and e-surveys were distributed for this study. In September 2014, the surveys were distributed. A link to the survey was emailed to all Tribal Department Directors and those directors were asked to supply their employees with the link to the online survey as well. Additionally, links to the survey were distributed to all email lists that were accessible to Four Bands. Four Bands website and Sweet Grass Consulting, LLC (SGC) website, and Facebook also included a link to direct survey participants to the survey. The survey was advertised in the local newspaper and 3,200 post cards were sent directly to Cheyenne River residents' post office boxes. Information about the survey, including instructions how to complete the survey, were also posted on billboards and post cards throughout the Reservation at tribal departments, private and tribal businesses, and federal employers. Participants were compensated for their time with the opportunity to win \$100. The workforce development partners also supplied printed copies of the surveys in their place of operation and actively reached out to community members to complete the surveys.

¹ 2014. Cheyenne River Tribal Ventures Voices Research Project Executive Summary. Cheyenne River Sioux Tribe. Pg. 20.

² 2014. Cheyenne River Tribal Ventures Voices Research Project Executive Summary. Cheyenne River Sioux Tribe. Pg. 12.

SUMMARY

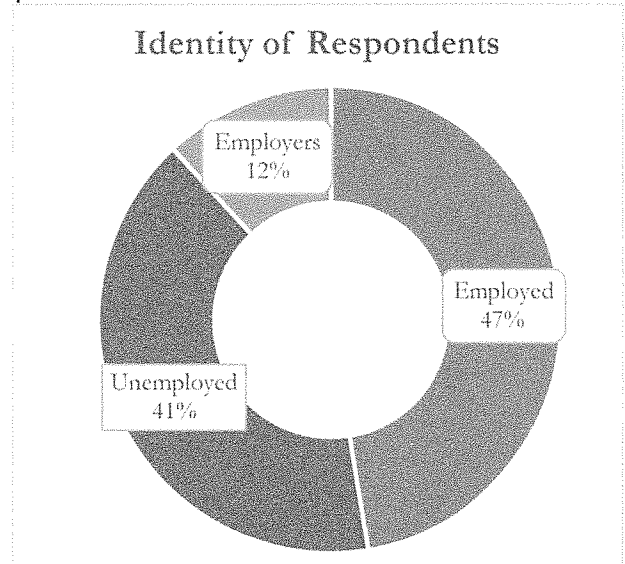
There were a total of 428 participants who responded to the survey. Of those participants, 41% were unemployed, 47% were employed, and 12% were employers/supervisors. The majority of participants, 47%, were from Eagle Butte, yet responses indicate that participants were from 15 different Reservation communities and several off-Reservation communities (Rapid City, Pierre, Sioux Falls, etc.). Dupree was the second most represented community at 8% and Cherry Creek was the third most represented at 7%.

Although not identical, this representation is similar to that of the CRTV Voices Executive Summary and we can therefore argue that this survey can be generalized to the entire Reservation.³ Responses from the three survey populations indicate that

'Bookkeeping/accounting', 'CDL training', and 'Web design/development' are the most needed trainings to assist with workforce and business development. The graph on the next page summarizes the trainings needed in total and by each sub-population of the survey. Employers/supervisors become a distinct group when looking at trainings needed as they have a unique perspective for their employees that differs

from the individual needs cited by employees. This could be due to a difference in goals. Employers are looking to build the success of their business through their employees whereas the employees and unemployed populations are looking to move themselves

forward along a career path or better serve their families and communities through their skill development. The top three skills desired by those currently unemployed are 'Bookkeeping/accounting', 'Resume writing', and 'CDL training'. For those currently employed, the trainings desired includes 'Bookkeeping/ accounting', 'Tax preparation', and 'CDL training'. Finally, employers feel their employees need training in 'Microsoft office', 'Customer service', and 'Workin' with Tradition (Job Preparation)'.

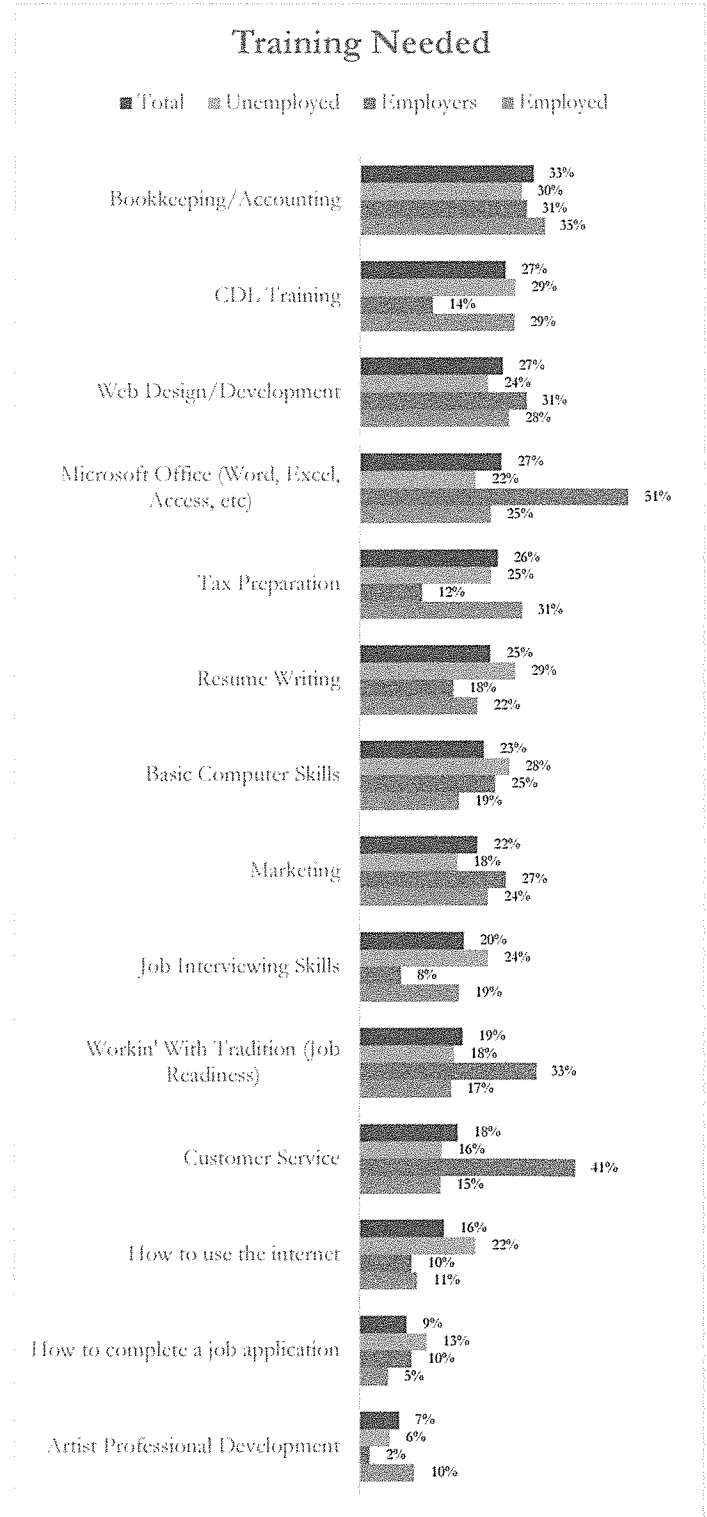


Bookkeeping/accounting, CDL training, and web design/development are the most needed trainings to assist with workforce and business development.

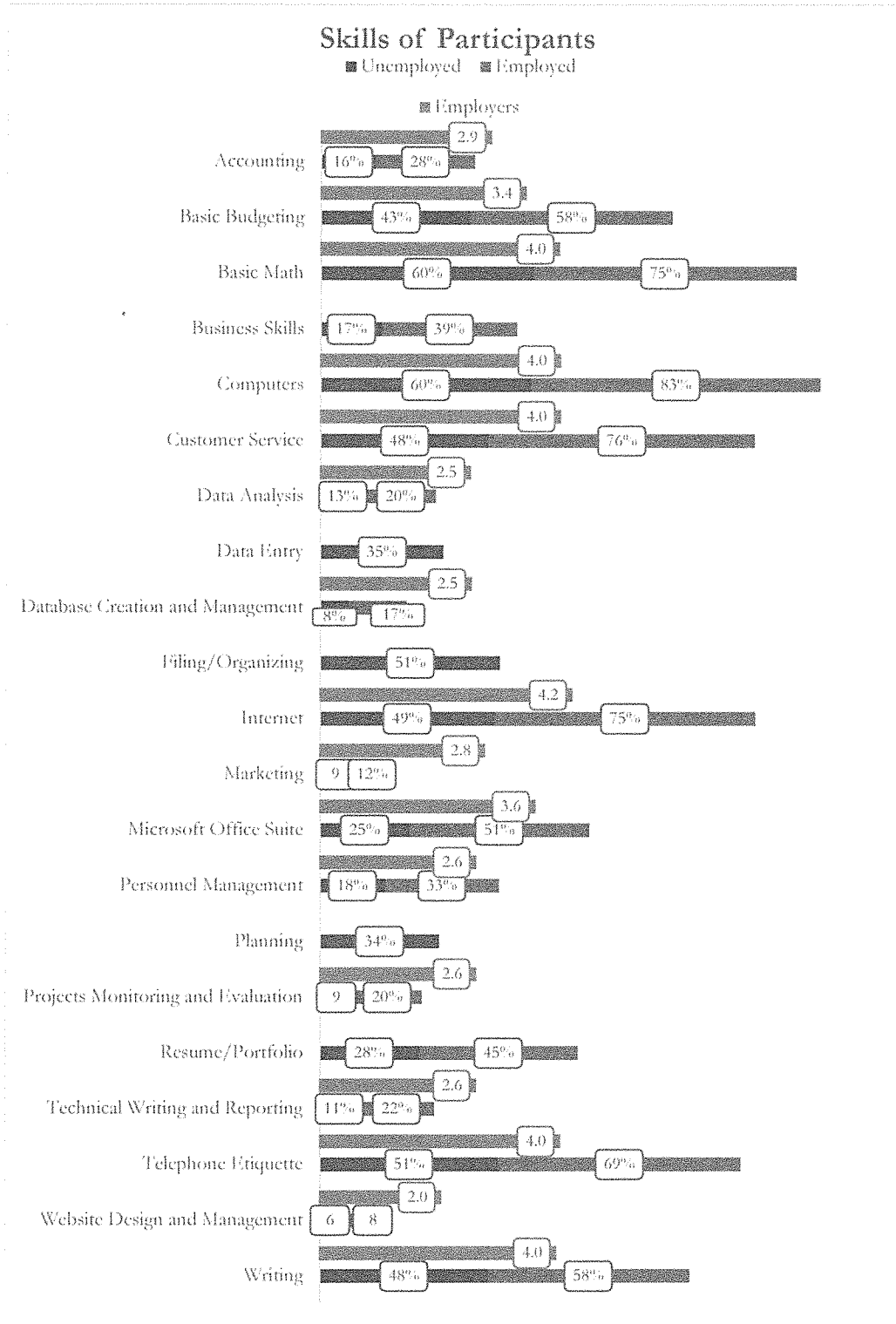
³ 2014. Cheyenne River Tribal Ventures Voices Research Project Executive Summary. Cheyenne River Sioux Tribe. Pg. 15.

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

The following page and graph display the skills that both unemployed and employed participants have. The percentages are out of the total respondents in each category. The graph represents a scale of 1 to 5, with 5 being the highest level of skill, the opinions of employers in regards to their employees' skills.

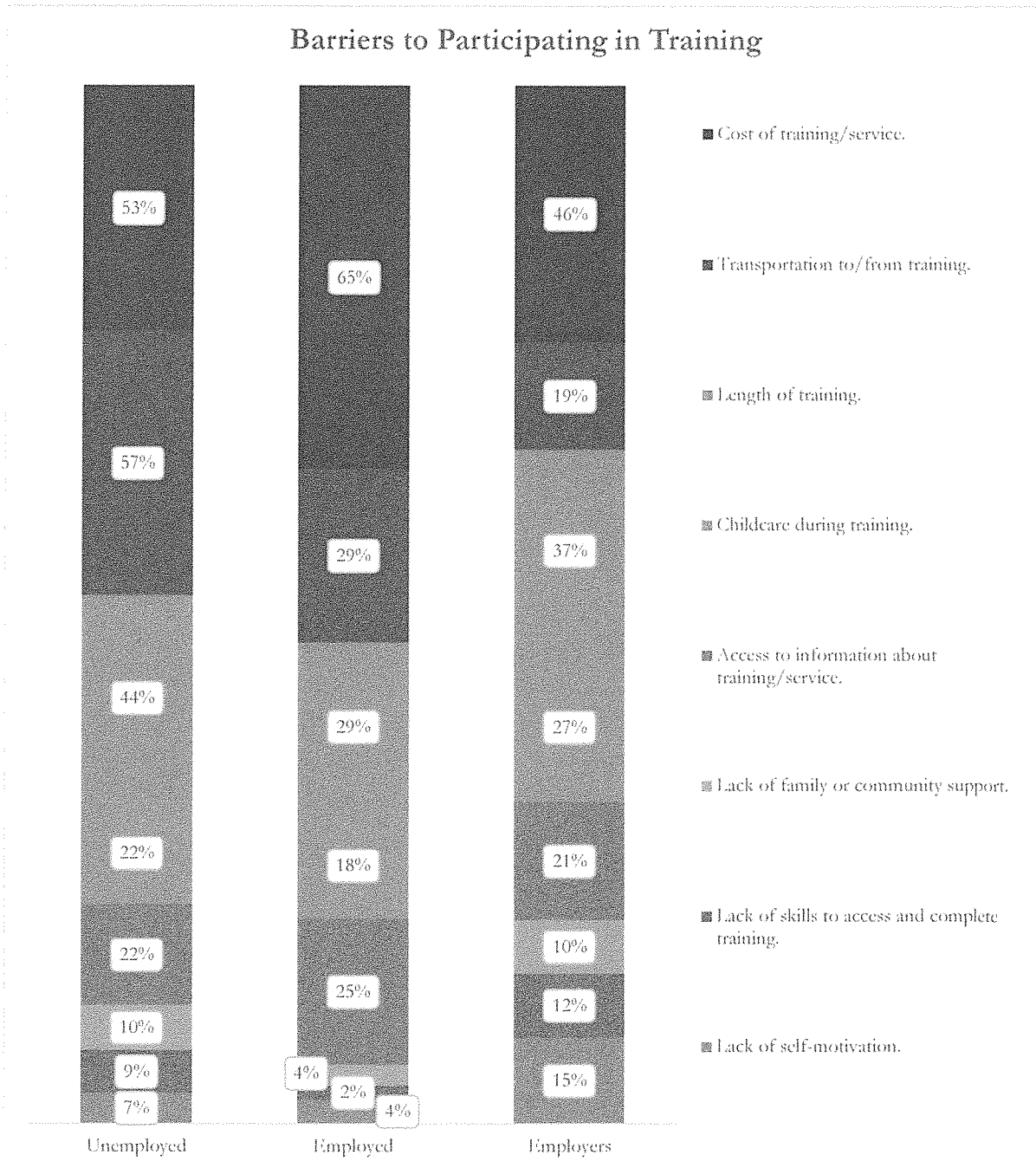


WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15



WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

The graph below indicates the barriers to participating in training for each population of the survey. The top 5 barriers across the board include 'cost of training/service', 'transportation to/from training', 'length of training', 'childcare during training' and 'access to information about training/service'. The knowledge of these barriers can inform access to future trainings provided in the community.



UNEMPLOYED

Demographics

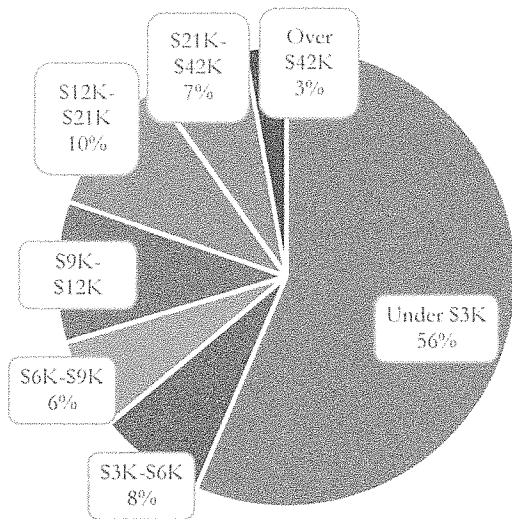
Males made up 41% of the unemployed participants, while females made up the other 59%. The age range was from 16 to 84 with an average of 41, which is slightly older than the Reservation average of 32 and national average of 37. The majority, 96% of the participants identified as 'Native American' however 1% identified as 'Mixed', 1% identified as 'Asian', and 2% identified as 'White'.

Of the unemployed participants, 22% indicated that they had at least one disability.

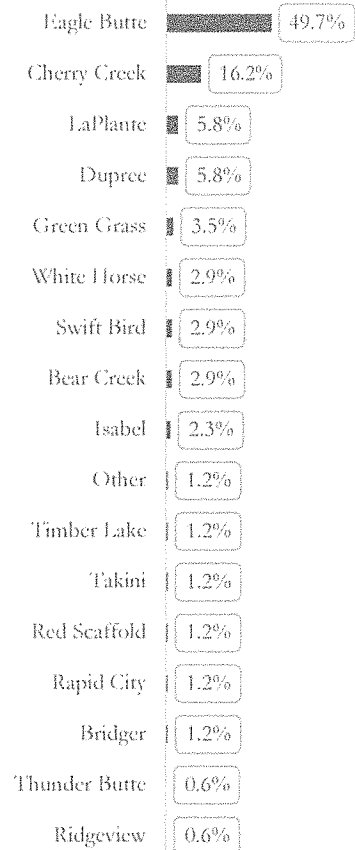
Community

The majority of unemployed participants, 50%, were from Eagle Butte, yet responses indicate that participants were from a variety of locations, including 15 different Reservation communities and Rapid City, South Dakota. Interestingly, 16% of participants reside in Cherry Creek; making it the second most represented community.

Unemployed Household Income



Unemployed Community



Household Income and Resident Information

The majority of unemployed participant households earn less than \$3,000 per year (56%). No household earns more than \$75,000. 90% of unemployed households earn less than \$21,000 per

year. This is similar when compared to the Reservation household median income of \$18,156 and the national median income of \$53,046. The average number of people living in an unemployed participants' household was 4, with an average of 2.4 being under the age of 18.

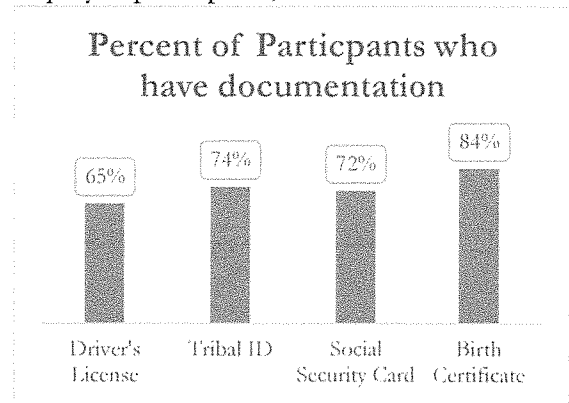
WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employment

Of unemployed participants, 7% signified their last date of employment was 1-2 months, 13% signified their last date of employment was 2-6 months, 12% signified their last date of employment was between 6 months and 1 year, and 68% indicated that they had been unemployed for more than 1 year. On average, people had been unemployed for a median of 1 year and 10 months. 63% of respondents were currently looking for employment. Only 28% of the respondents had ever interviewed for a job and 18% had received a job offer that was acceptable.

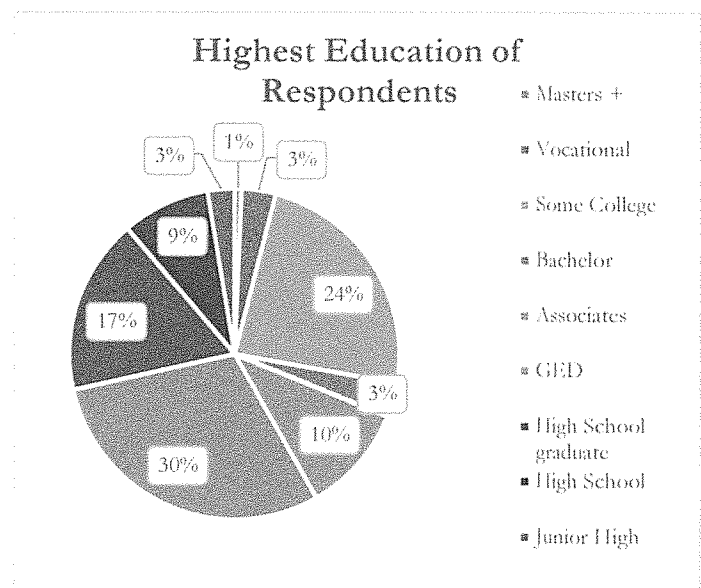
The average number of household members of unemployed participants who were ‘currently working for wages’ was 1.45. Of the employed household members of unemployed participants, 45% were full-time permanent, 11% were full-time temporary, 9% were part-time permanent, 7% were part-time temporary, 6% were seasonal, and 22% sought odd jobs. Participants frequently indicated they babysat, made beadwork, and performed ranch work, among other things, for odd jobs.

When asked if they could provide a Driver’s License, Tribal ID, Social Security Card, and Birth Certificate, 42% indicated that they could provide all four of the documents for employment opportunities. The graph to the right shows the percentage of unemployed respondents who have documentation.



Education

The unemployed participants were asked to indicate the ‘highest level of education’ they have achieved. Very few participants, 12%, indicated that they are still in the education system. Of those still receiving an education, 24% were in high school, 29% were attending GED courses, 38% were working towards their associate’s degree or taking some college credits, and 10% were working towards their bachelors or masters degrees. The graph below indicates the highest level of education of those participants not currently in school.



WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

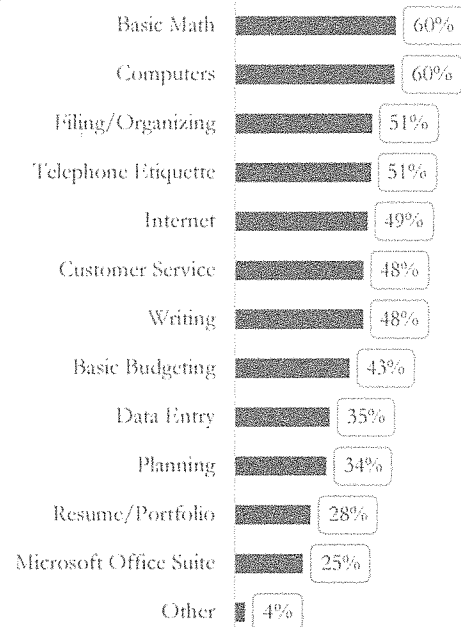
Skills Self-Assessment

The following section outlines a self-assessment that participants were asked to fill-out. Unemployed participants were asked to identify their basic skills, advanced skills, industry specific skills, and their perceptions of themselves when they are employed.

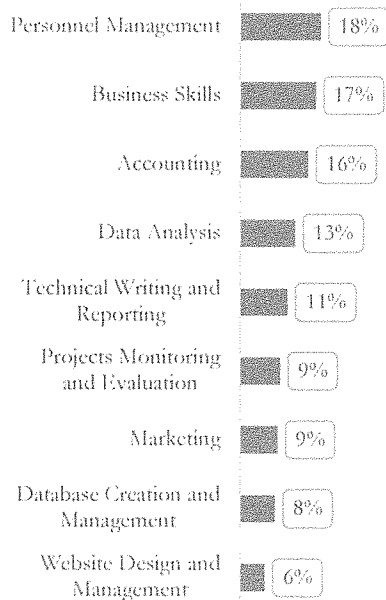
Skills

Unemployed participants were given a list of 'basic skills', 'advanced skills', and 'industry skills' and were allowed to check all skills that they possessed. Participants were also provided with an 'Other' option and asked to specify certain skills if they chose 'Other'. When given a list of 'basic skills', 'Basic math', 'Computers', and 'Filing/organizing' were the most commonly checked. Similarly 'Personnel management', 'Business skills', and 'Accounting' were the most commonly cited 'advanced skills' and 'Painting', 'Carpentry', and 'Roofing' were the most commonly cited 'industry specific skills'. The three charts on this page illustrate the various skills selected by unemployed participants.

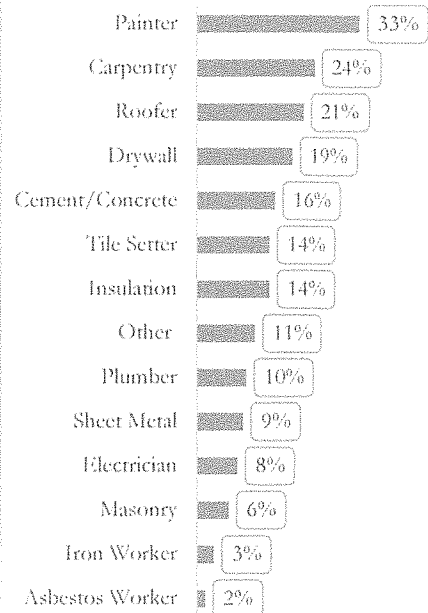
Basic Skills



Advanced Skills



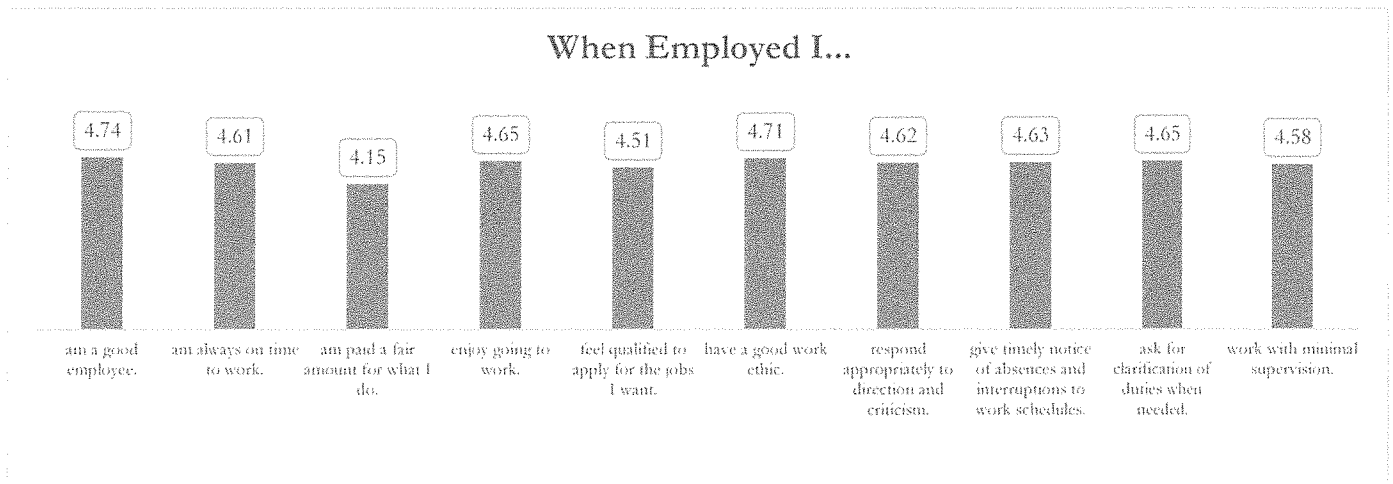
Industry Specific Skills



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Participant Perceptions

The chart below illustrates unemployed participants perceptions of themselves 'when [they are] employed'. Participants were asked to rate themselves on a scale from 1-5, 1 being 'Always Not True' and 5 being 'Always True'. The chart provides averages for each area of self-perception.



Family Support and Personal Motivation

Unemployed participants were asked to provide input concerning 'family support and personal motivation'. Participants were asked to rate their family and themselves on a scale from 1-5, 1 being 'Very Unimportant' and 5 being 'Very Important'. The average response to 'How important does your family think you getting a job is' was 4.4 or 'important' and the average response to 'How important is it to you to get a job' was 4.5 or 'important'. We can tell from these responses that generally unemployed respondents find it important to have a job and so do their families.

Trainings and Services

Unemployed participants were asked to check trainings they 'would like to receive' and trainings they 'have received/attended' from a list of 13 choices. They also had the option of selecting 'Other' and specifying other types of trainings. A total of 18% said they did not want to receive any of the trainings listed. Of those respondents who did want to receive training, on average each respondent was looking for 3.7 different types of training. As indicated by the chart on the next page, the top 3 trainings that unemployed participants would like to receive are: 'Bookkeeping/accounting', 'Resume writing', and 'CDL training'. Only 44% of the respondents had received training and of those who had, each respondent received an average of 4.4 trainings. As indicated by the chart to the right, the top 3 trainings that participants 'have already

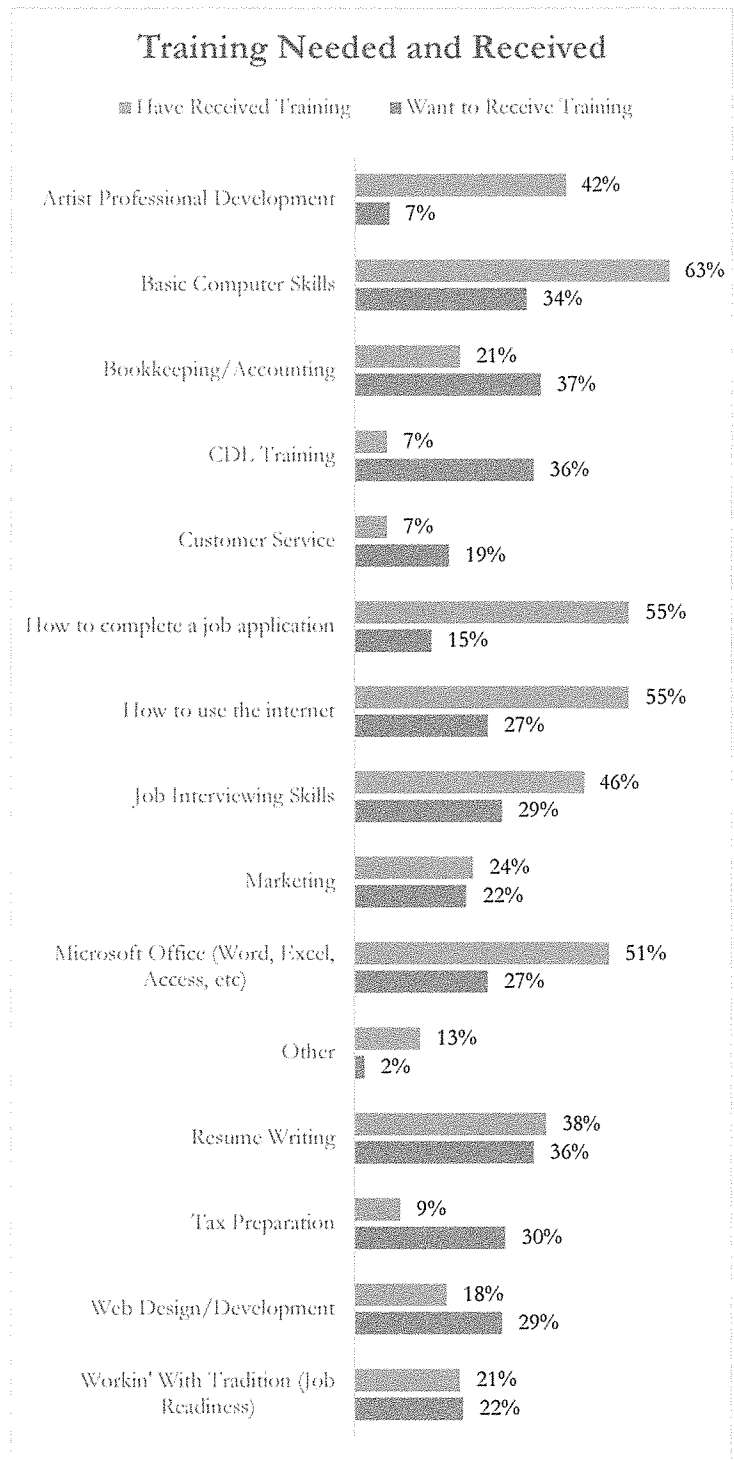
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received/attended' are basic computer skills, how to complete a job application, and how to use the internet. Most people had attended trainings within the last 10 years, 14% of those were within in the last year. United Tribes Technical College was cited the most for being the provider of the trainings that unemployed participants attended.

When asked, 'How likely would you be to use the services or trainings if they were offered free of charge', the most common response was 'strongly agree' at 72%, followed by 'agree' at 17%, and then 'neutral' at 10%.

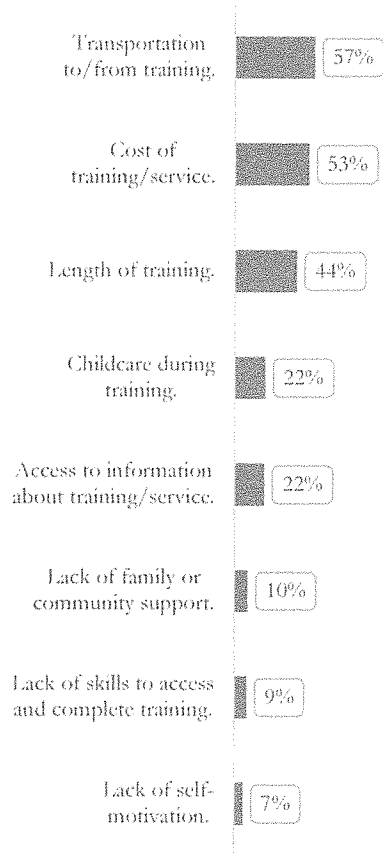
When provided a list, 88% of unemployed participants indicated 'items that would be a barrier for [them] to access a service or attend a training'. The most common response was transportation at 57%, followed by cost of training/service at 53%, and then length of training at 44%. The graph on the following page illustrates the responses.

Of the unemployed participants who indicated that the length of training was a barrier (44%), 38% indicated that they 'would be willing to attend' a 'multiple-day' training, followed by 29% that indicated they 'would be willing to attend' a 'full-day' training. The chart below illustrates their responses.

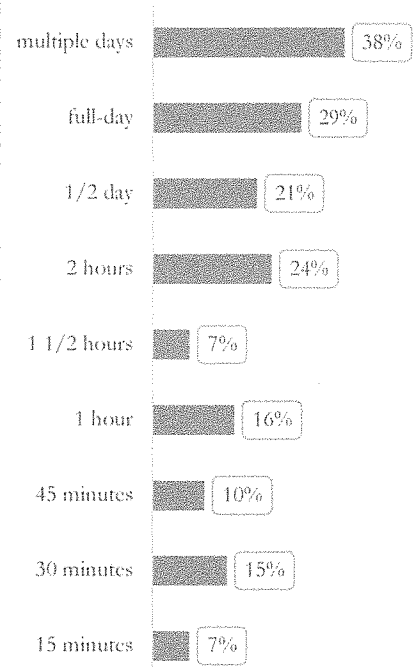


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Barriers to Accessing Training



Length of Training Willing to Attend



EMPLOYED

Of the participants surveyed, 37% indicated that they were currently employed and identified as a ‘General Laborer’, ‘Associate’, ‘Assistant’, or ‘Other Employee’. Those who indicated that they were ‘Managers’ or ‘Senior Executives’ will be discussed later in the report.

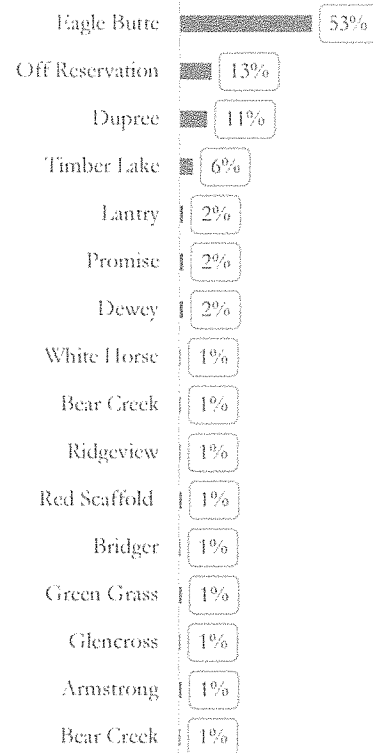
Demographics

Males made up 33% of the employed participants, while females made up the other 67%. The age range was from 13 to 78 with an average of 41, which is slightly higher when compared to the Reservation average of 32 and national average of 37. The majority, 81% of the participants identified as ‘Native American’ however 9% identified as ‘Mixed’, and 10% identified as ‘White’. Of the employed participants, 5% indicated that they had at least one disability.

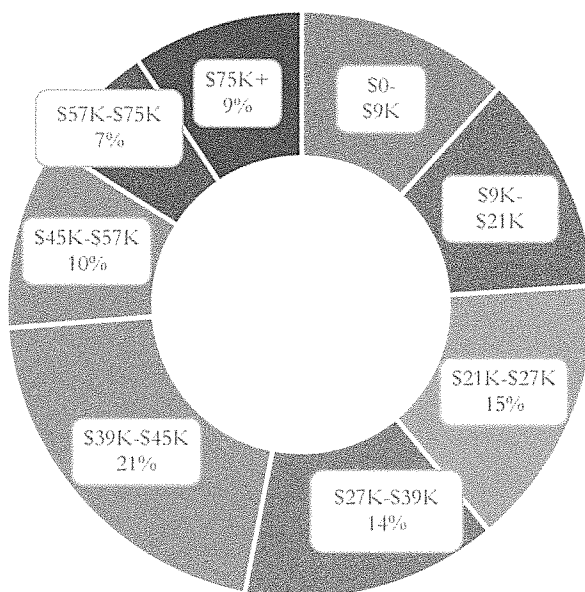
Community

The majority of employed participants, 53%, were from Eagle Butte, yet responses indicate that participants were from 15 different Reservation communities and Rapid City, South Dakota. Interestingly, 11% of participants reside in Dupree, making it the second most represented community.

Employed Community



Employed Income

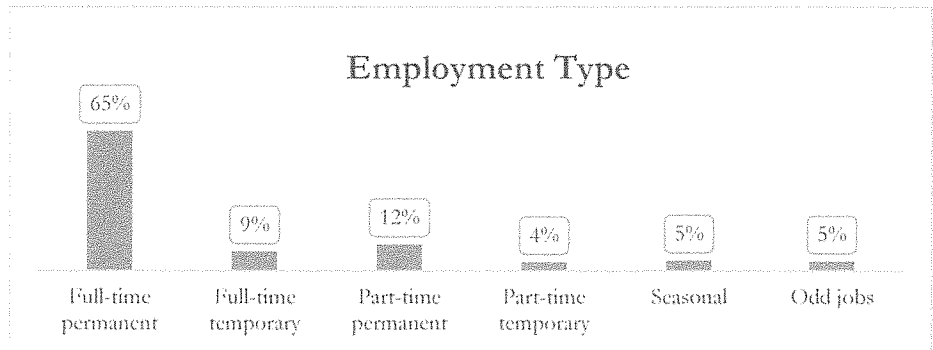


Household Income and Resident Information

The average household income of employees was \$36,001-\$39,000 with a median of \$30,001-\$33,000 and a range from \$0-\$90,001. This is slightly higher than the Reservation household median income of \$18,156 but still lower than the national median income of \$53,046. The average number of people living in an employed participant’s household was 5 with and an average of 2 being under the age of 18.

Employment

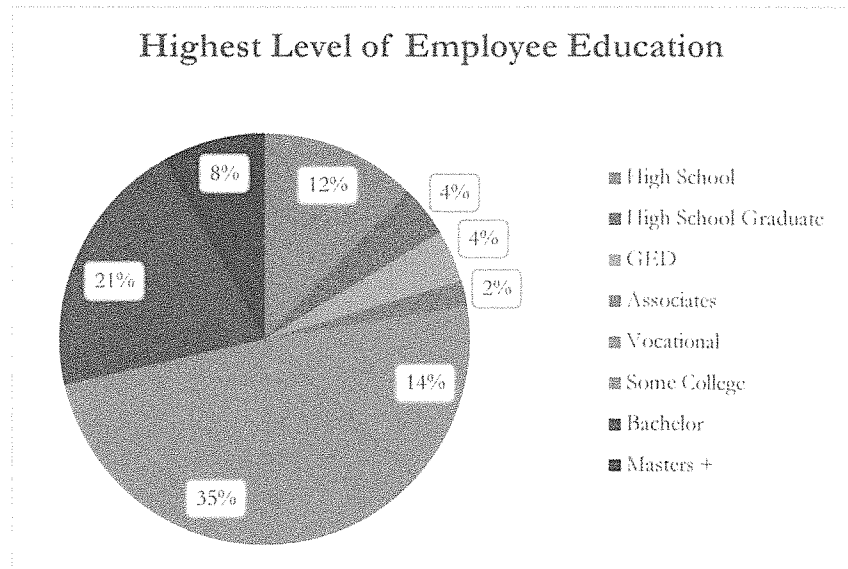
Of the employed household members of employed participants, 65% were 'Full-time permanent', 9% were 'Full-time temporary', 12% were 'Part-time permanent', 4% were 'Part-time temporary', 5% were 'Seasonal', and 5% sought 'Odd Jobs'.



Participants frequently indicated that they do ranch work, mow lawns, and sell various handmade goods among other things for odd jobs. The average length of employment was 5-10 years and Cheyenne River Sioux Tribe was the largest employer, employing 20% of the employed population. Many people were also employed by the Cheyenne River Housing Authority, Lakota Thrifty Mart, and the Bureau of Indian Education.

Education

Employees were asked to indicate the 'highest level of education' they have achieved. Some participants, 15%, indicated that they are still in the education system. Of those still receiving an education, 87% were engaged in some form of college, and 9% were still in high school. The graph to the right shows the highest average level of education of those who are employed.



Skills Self-Assessment

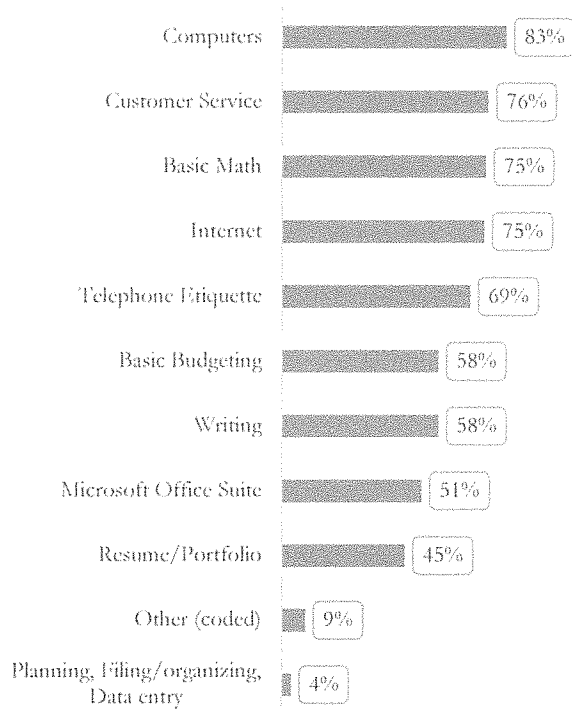
The following section outlines a self-assessment that participants were asked to fill-out. Employed participants were asked to identify their basic skills, advanced skills, industry specific skills, and their perceptions of themselves as employers and of the workplace.

Skills

Employed participants were given a list of 'basic skills', 'advanced skills' and 'industry skills' and were allowed to check all skills that they possessed. Participants were also provided with an 'Other' option and asked to specify certain skills if they chose 'Other'.

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Basic Skills

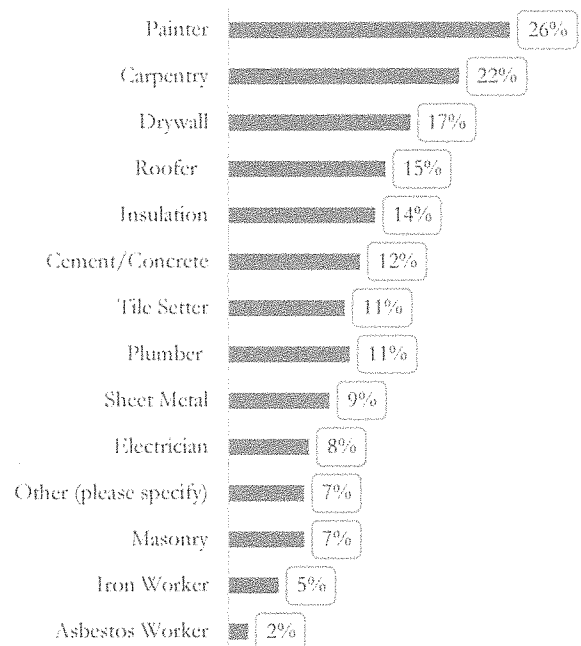


When given a list of 'basic skills', 'Computers', 'Customer Service', and 'Basic Math' were the most commonly checked. Similarly 'Business Skills', 'Personnel Management', and 'Accounting' were the most commonly cited 'advanced skills' and 'Painting', 'Carpentry', and 'Drywall' were the most commonly cited 'industry specific skills'. The charts on this page illustrate the various skills selected by employed participants.

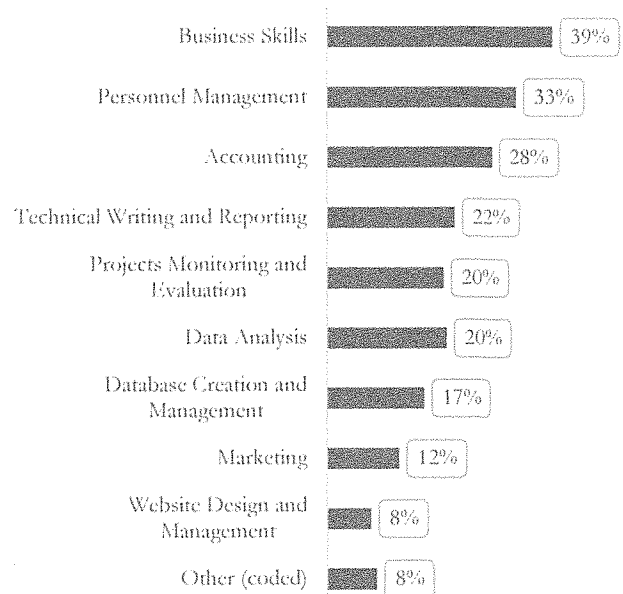
Participant Perceptions

The chart below illustrates employed participants perceptions of themselves. Participants were asked to rate themselves on a scale from 1-5, 1 being 'Always Not True' and 5 being 'Always True'. The chart provides averages for each area of self-perception.

Industry Skills

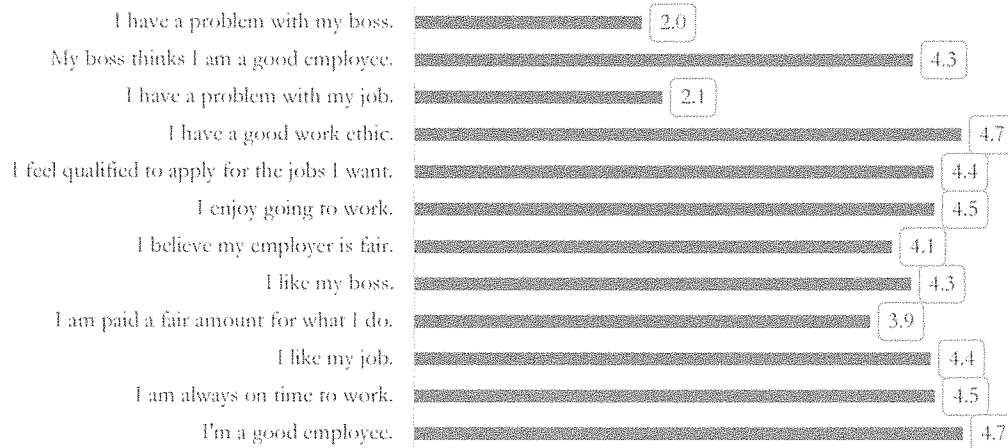


Advanced Skills



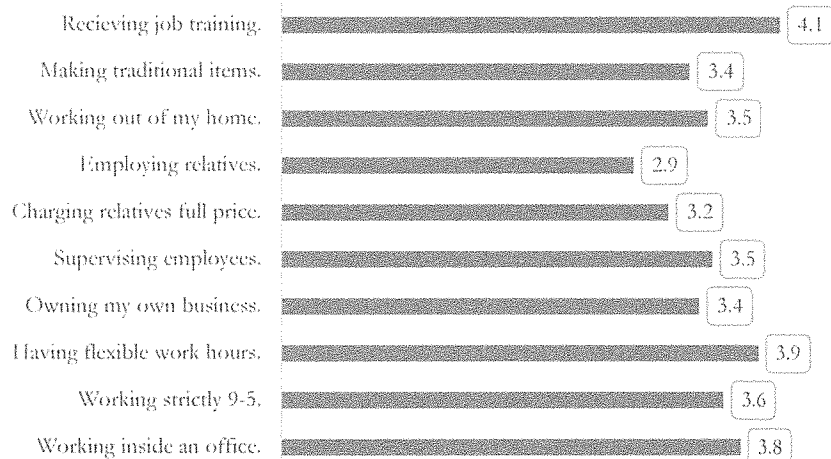
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Self Perception



Likewise, the chart below captures employed participants' enthusiasm of being an employee and of the workplace/customer service environment. Participants were asked to rate themselves on a scale from 1-5, 1 being 'Don't Enjoy at All' and 5 being 'Enjoy a Lot'. The chart provides averages for each area of inquiry.

Employee Enthusiasm



Family Support and Personal Motivation

Employed participants were asked to provide input concerning 'family support and personal motivation'. Participants were asked, 'How supportive is your family of your job?' On a scale from 1-5, 1 being 'Not At All Supportive' and 5 being 'Very Supportive'. The average response was 4.7, indicating that employed participants feel that their family is supportive of their job.

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Several questions were also administered to assess personal motivations. When asked, 'In the last five years have you received a raise and/or promotion at your job?', the most common response at 43% was 'Raise', followed by 'Neither a Raise nor a Promotion' at 26%. When further prompted, employed participants provided insight as to why they received a raise or promotion. Some of the most common responses were knowledge of job. Employee asked if their employer offers promotions or raises', of which 34% responded that they do. Likewise, 40% indicated that they would 'like to see performance-based standards'. One of the participants who would like to see performance-based standards stated that, "It would encourage better work performance and higher attendance rates." Meanwhile, another employee stated: "Competitiveness, job satisfaction and accountability are some of many benefits for an employer and employee with performance-based standards."

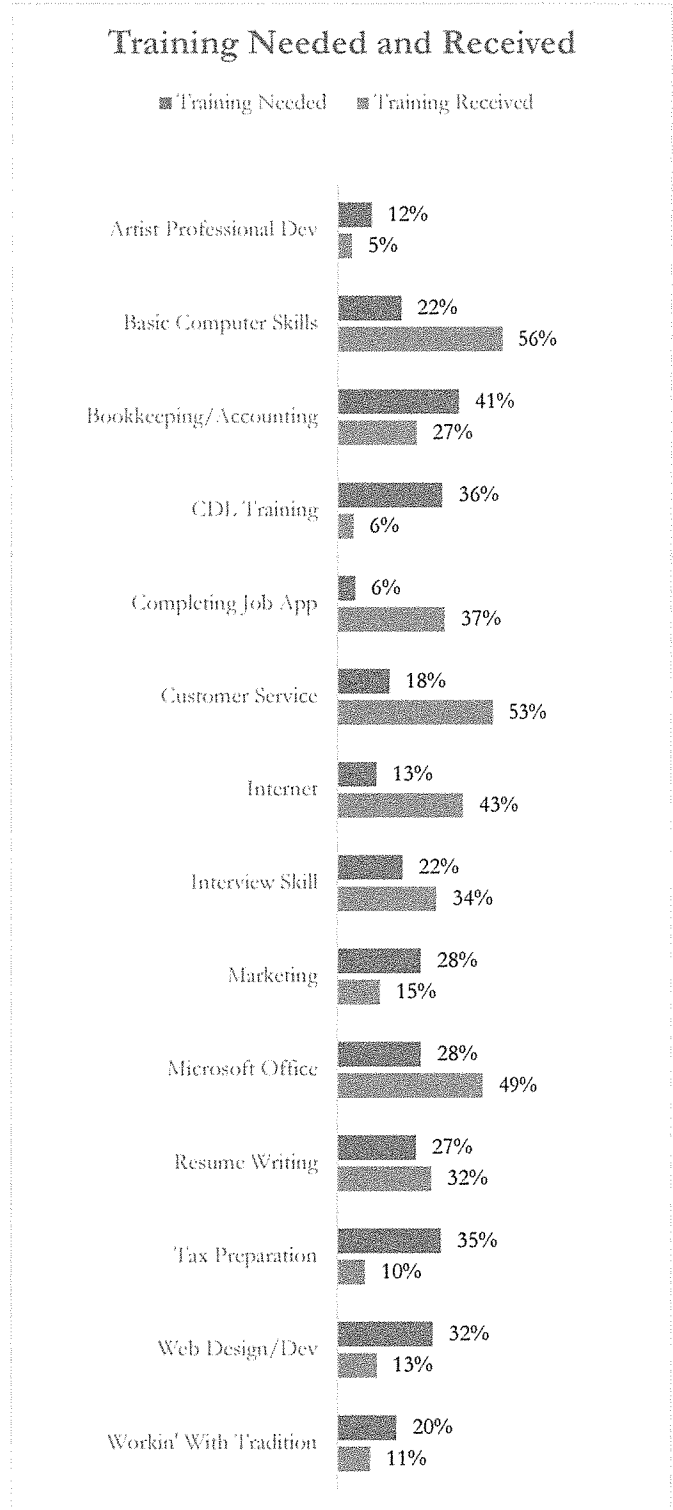
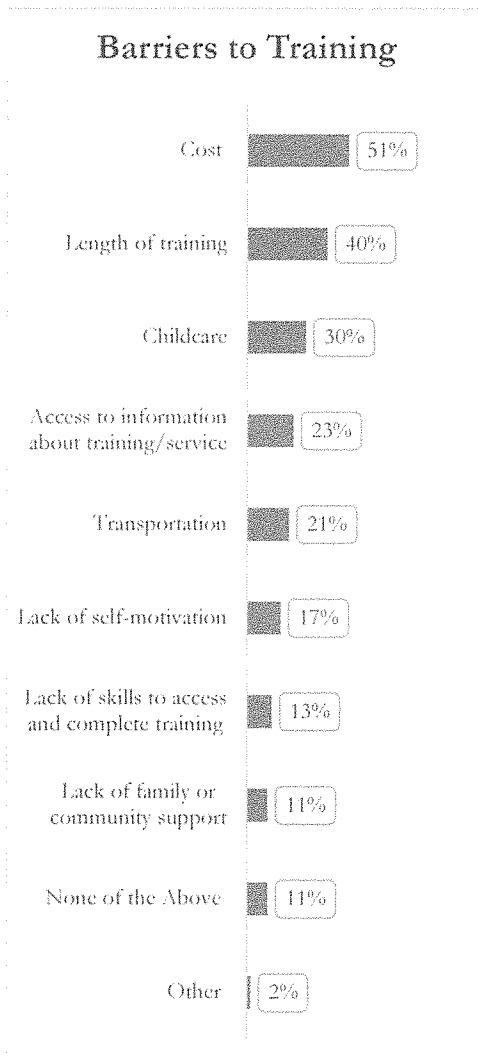
"Competitiveness, job satisfaction and accountability are some of many benefits for an employer and employee with performance-based standards."

Trainings and Services

Employed participants were asked to check trainings they 'would like to receive' and trainings they 'have received/attended' from a list of 13. They also had the option of selecting 'Other' and specifying other types of trainings. The top 3 trainings that employed participants would like to receive are 'Bookkeeping/Accounting', 'CDL Training', and 'Tax Preparation'. The top 3 trainings that participants have already received/attended are 'Basic Computer Skills', 'Customer Service', and 'Microsoft Office'. The chart on the following page provides insight into the needs of particular trainings.

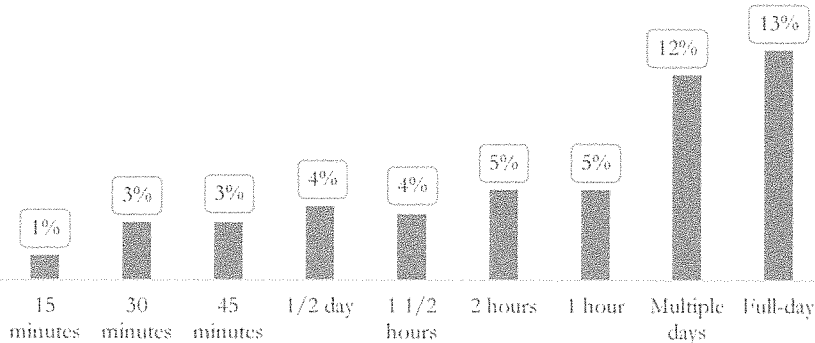
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When asked, 'How likely would you be to use the services or trainings if they were offered free of charge', the most common response was 'Very Likely' at 58%, followed by 'Likely' at 24%. When provided a list, employed participants indicated 'items that would be a barrier for [them] to access a service or attend training'. The most common response was 'Cost of training/services' at 52%, followed by 'Transportation to/from training' at 24%, and then 'Length of training' at 23%. The following graph illustrates the responses.



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Length of Training Willing to Attending

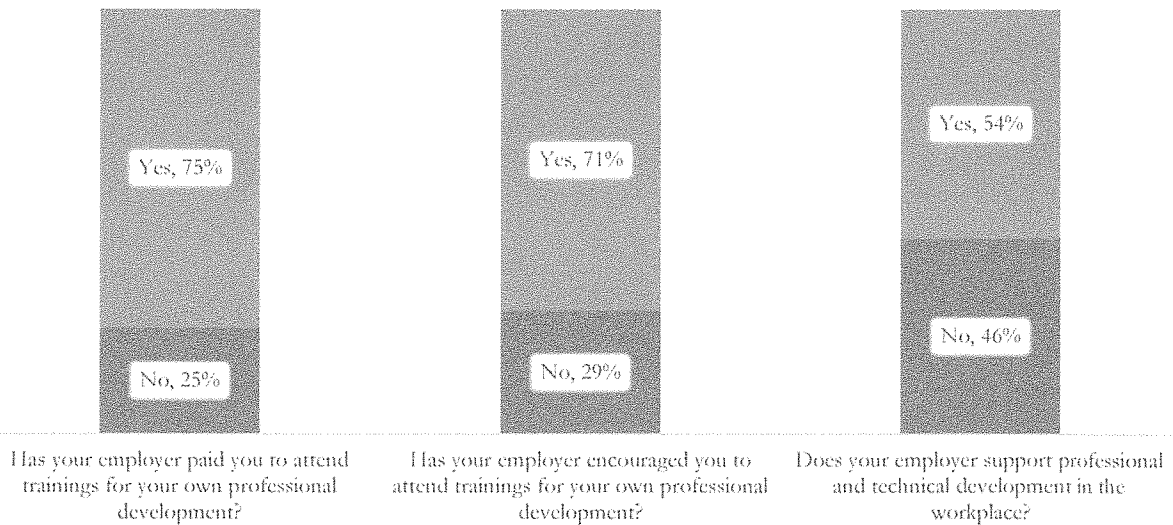


Of the employed participants, 13% indicated that they 'would be willing to attend' a 'Full-day' training, followed by 12% that indicated they 'would be willing to attend' a 'Multiple days' training.

When asked, 'does your employer support professional and technical development in the workplace', 67% responded 'Yes'. Similarly,

50% indicated that their 'employer encouraged [them] to attend trainings for [their] own professional development' and 38% indicated that their employer paid for the training.

Participant's Employer Development Support



Likewise, when asked 'how likely [they] would be to use services or training provided by [their] employer,' the most common response was 'Very Likely' at 58%, followed by 'Likely' at 24%. Most employee participants, 29%, indicated that they would likely 'use services or trainings at [their] own expense'.

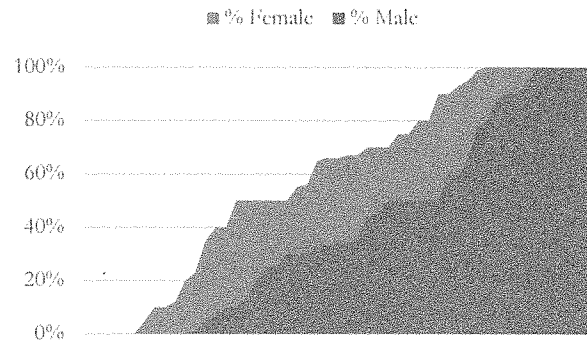
EMPLOYERS

Of all the participants, 12% indicated that they were currently employed and identified as a 'Manager' or 'Senior Executive'. The questions asked to these participants were about their employees. Thus, the following sections were derived from answers by employers/supervisors, but the answers are about the people they employ or supervise.

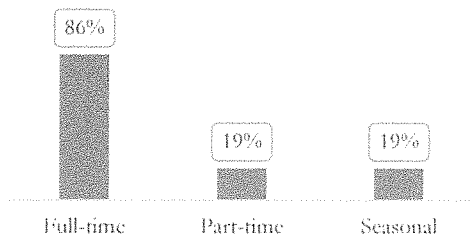
Demographics

When asked, employers/supervisors indicated that males made up, on average, 49% of the people they employ/supervise, while females made up the other 67%. Because these were average estimates, the total does not equal 100%. The age range of their employees was from 18 to 50 with an average of 35, which is about the same compared to the Reservation average of 32 and national average of 37. Supervisors were

Percentage of Male & Female Employees for all Employers



Employment Type



asked to indicate 'how many people [they] employee/supervise'. The total number was 546 with a range from 1 to 107, an average of 11, and median of 5 employees. Employers employ mostly full-time employees, 86%, followed by part-time at 19%, and seasonal at 19%.

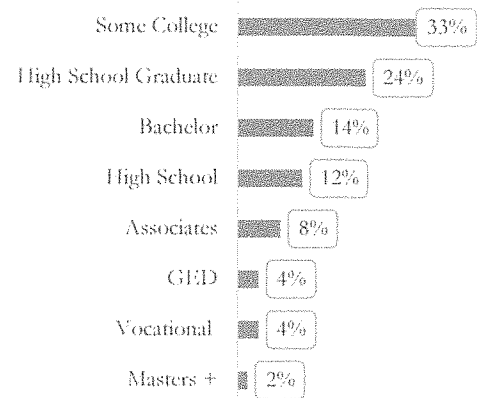
The majority, 81% of the employers/supervisors employment pool was comprised of at least 50% 'American Indians'. The average percentage of 'American Indians' employed by an

organization was 78%, followed by 'White' at 38% and then 'Other' at 9%. When asked about their employees having disabilities, nearly 18% of employer/supervisors responded 'Yes'. A total of 25 employees, or nearly 5%, have disabilities.

Education

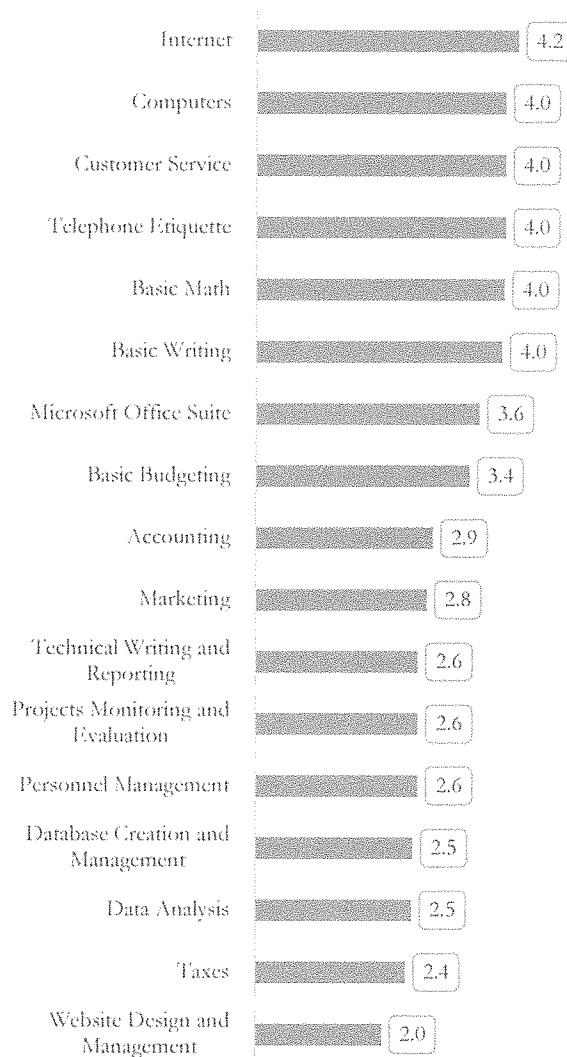
The employer/supervisor participants were asked to indicate the 'highest level of education', their employees had. On average, the highest level of education was as follows: 33% attended 'some college'; 24% were 'high school graduates'; and 14% had a Bachelor's degree. A total of 142 employees, or 25% were still 'currently in school'.

Highest Level of Employee Education

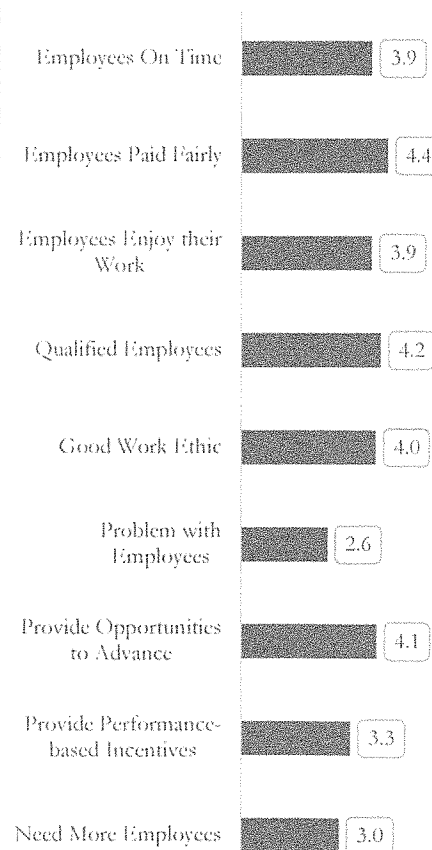


WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employee Skill Proficiency



Employee /Employer Evaluation



Skills

Assessment

The following section outlines an assessment that employers/supervisors were asked to fill-out. Employers/supervisors were asked to assess their employees as well as identify their employees' skills.

Employers/supervisors were given a list of statements, to evaluate their employees and themselves. Statements such as 'My employees are always on time to work', and 'I provide incentives based on employee performance' were included. Employers/supervisors then responded to the statements with a scale from 1-5, 1 being 'Always Not True' and 5 being 'Always True'. The chart to the right illustrates the average response for each question.

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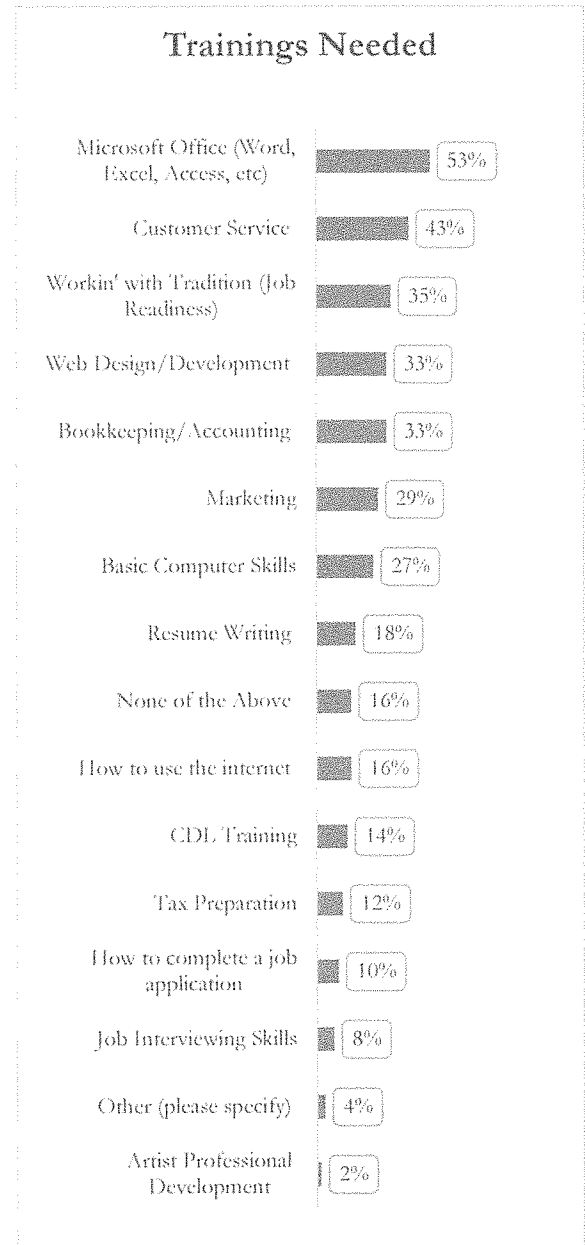
When given a list of skills that employees were proficient at, 'Internet', 'Computers', 'Telephone Etiquette', and 'Customer Service' were the most proficient skills at an average of 61%-80% proficiency. Conversely, 'Web Site Design and Management', 'Taxes', 'Data Analysis', and 'Project Monitoring and Evaluation' were the least proficient skills with an average of 21%-40% proficiency. The chart below illustrates the various skills of employees as well as level of proficiency as indicated by their employer/supervisor. The higher the value (1-5) associated with the skill, the higher the level of proficiency.

Trainings and Services

Employers/supervisors were asked to check trainings they 'would like [their] employees to receive' and trainings they 'have provided for [their] employees' from a list of 13. They also had the option of selecting 'Other' and specifying other types of trainings. As indicated by the chart on the right, the top 3 trainings that employer/supervisors 'would like [their] employees to receive' are 'Microsoft Office', 'Customer Service', and 'Workin' with Tradition (Job Readiness)'.

The majority, 75%, of employers/supervisors have not provided their employees with training. However, the top trainings that employers/supervisors 'have provided for [their] employees' are 'Customer Service' at 12% and 'Workin' with Tradition (Job Readiness)' at 10%. The least provided training was 'Tax Preparation' and had only been offered to the employees of one employer/supervisor.

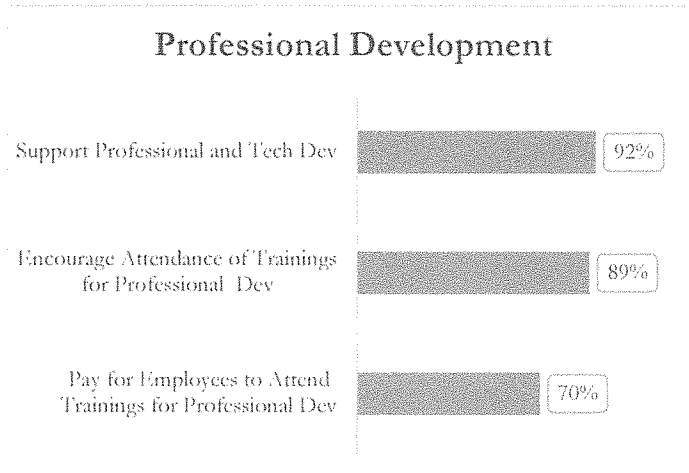
Most people who attended trainings had attended them since 2013, indicating that trainings have been current. Most respondents did not cite what entity provided the trainings; however, CRST was the most commonly cited response.



WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

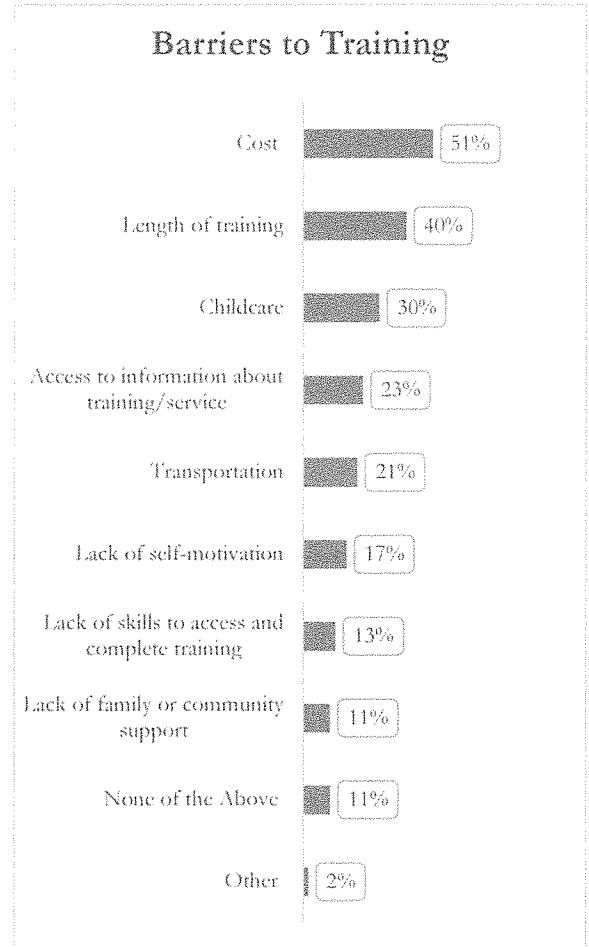
When provided a list, employers/supervisors indicated 'items that would be a barrier for [their] employees to access a service or attend a training'. The most common response was 'Cost of the training' at 51%, followed by 'Length of training' at 40%, and then 'Childcare during training' at 30%. The graph to the right illustrates the responses.

Concerning the length of training, only 10 employers/supervisors provided further information. Of those that did, 67% indicated that they 'would be willing to attend' a 'full-day' training, followed by 3 others that indicated they 'would be willing to attend' a '2 hour training', '1/2 day training', and 'multiple days' training respectively.



When asked, 'do you support professional and technical development in the workplace', 92% responded 'Yes'. Similarly, 89% indicated that they 'encourage [their] employees to attend trainings for their professional development' and 70% indicated that they 'pay [their] employees to attend trainings'.

Likewise, when asked 'how likely would [their] organization be to pay for [their] employees to receive professional development services or trainings,' the most common response was 'Very likely' at 35%, followed by 'Likely' at 33%.

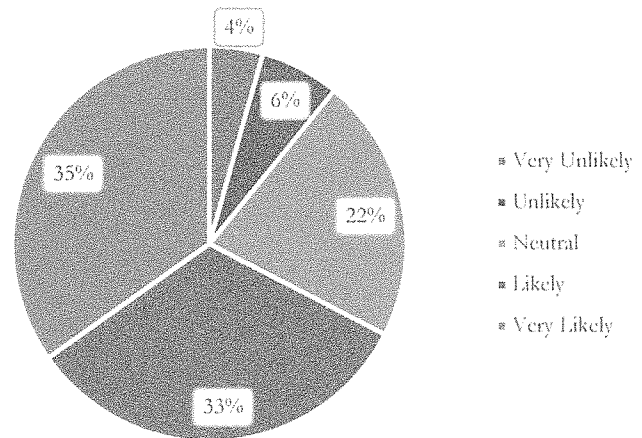


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Hiring and Performance

When asked, employers/supervisors indicated that they were 'Satisfied' with '[their] hiring process', at 43%, followed by 18% who indicated they were 'Neutral', and 16% indicated they were 'Very Satisfied'. After the hiring process, 64% of employers/supervisors indicated that they 'offer performance-based promotions or raises'. Of the 36% that do not, 10 employers/supervisors indicated they 'would like to see performance-based standards'.

Pay for Professional Development



CONCLUDING REMARKS

As indicated by the report, Cheyenne River Sioux tribal members enjoy working, and 63% of the unemployed participants represented in this report are looking for work. All three subsets provided insights into how Four Bands and the workforce development partners could better equip the current workforce with skills and professional development.

Responses from the three survey populations indicate that 'bookkeeping/accounting', 'CDL training', and 'web design/development' are the most needed trainings to assist with workforce and business development. The top three skills desired by those currently unemployed are 'bookkeeping/accounting', 'resume writing', and 'CDL training'. Likewise, and perhaps more fundamental to more residents feeling comfortable applying and then receiving jobs is a desire for 'job Interviewing skills' which accompanies their desire for 'resume writing' experience. The Pine Ridge Area Chamber of Commerce (PRACC) has recently created an extensive *Job Readiness and Placement* Module as part of their *Workforce Development and Training Series* that addresses both resume building tactics, job interview skills, and also the importance of and steps to obtain proper documentation, which is also mentioned in this report.

For those currently employed, the trainings desired include: 'bookkeeping/ accounting', 'tax preparation, and 'CDL training'. Finally, employers feel their employees need training in 'microsoft office', 'customer service', and 'Workin' with Tradition (Job Preparation)'. The PRACC also has a Customer Service module and there are various Cheyenne River Sioux tribal members who are certified in teaching 'Workin with Tradition'. Having a training that is recognizable and replicable, such as 'Workin with Tradition' will create greater consistency in the local workforce population.

Cost of training and lack of transportation to trainings were continually mentioned as barriers, and thus should be considered for trainings. However, as mentioned, 70% of employers/supervisors indicated that

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

they ‘pay [their] employees to attend trainings’. Likewise, when asked ‘how likely would [their] organization be to pay for [their] employees to receive professional development services or trainings,’ the most common response was ‘Very likely’ at 35%, followed by ‘Likely’ at 33%. Thus, 68% indicated that there is a good chance they would pay for trainings and technical development.




The survey results illustrated throughout this report clarify the need for more trainings and professional development in order to enhance the workforce and expand business opportunities on the Cheyenne River Reservation. Though various trainings are needed to both enhance the workforce and increase the job readiness of the unemployed population, this report provides insights on how to move forward in a good way.

GRATITUDE and SPECIAL THANKS

Sweet Grass Consulting, LLC wishes to thank the Cheyenne River Workforce Development Group including Four Bands Community Fund, Cheyenne River Tribal Ventures, Oyate Connections, and VOC/REHAB for their participation in developing and promoting this workforce development survey. We specifically would like to thank Lakota Mowrer for her leadership in disseminating the survey and Eileen Briggs for her leadership in directing the workforce group. Lastly, SGC wants to thank Thomas Bell and Josh Shaughnessy for contributing to this report.

APPENDIX

Appendix One: Unemployed Survey Instrument



2014 Cheyenne River Workforce Development Survey

Cheyenne River has high rates of both unemployment and poverty. We also have a large number of individuals who are able to work but do not have jobs. Cheyenne River's 2010-2015 Comprehensive Economic Development Strategy advises, "to improve economic development the following areas of human capital need to continue to improve: education, community wellness, workforce development and access to capital/financial responsibility." While the Tribe has worked to develop a strong workforce through internal and external efforts, our strategies remain largely underdeveloped due to limited physical and institutional infrastructure, human capital development, and industry development.

Currently, the Tribe and several community-based organizations are working hard to develop programming to serve the needs of our community members. We are conducting this survey to get a better understanding of the skills available in our community. Most of the questions are about your experiences in the work force and in trying to get a job. Your responses will help tribal leaders and employers better understand the strengths and needs of our work force. It will also help develop a reservation-wide strategy to increase the skills of individuals seeking permanent employment, while ensuring employers build their capacity to effectively hire and retain qualified employees

Sample questions include: current employment status, employment skills, training needed/desired, employment preferences, qualities of a good employee/employer, and various demographic information (age, gender, education, race, etc.)

This survey will take only about 20 to 30 minutes.

To thank you for your participation, you have the option to enter your name in a raffle to win one of 10 \$100 cash awards.

Any information that you provide will remain strictly confidential and not affect your status with Four Bands or any other agency.

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Unemployed Demographics			
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other (please specify):	Age:	Race/Ethnicity:	Do you have a disability? Such as a hearing, vision, cognitive, movement, self-care, or independent living disability. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other (please specify):
Are you currently in school? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what level: <input type="checkbox"/> Elementary <input type="checkbox"/> GED <input type="checkbox"/> Middle <input type="checkbox"/> Some College <input type="checkbox"/> Junior High <input type="checkbox"/> Vocational <input type="checkbox"/> High School <input type="checkbox"/> Associates <input type="checkbox"/> High school graduate <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters +		What is your Highest Level of Education? <input type="checkbox"/> Elementary <input type="checkbox"/> GED <input type="checkbox"/> Middle <input type="checkbox"/> Some College <input type="checkbox"/> Junior High <input type="checkbox"/> Vocational <input type="checkbox"/> High School <input type="checkbox"/> Associates <input type="checkbox"/> High school graduate <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters +	
What is your Household Income? <input type="checkbox"/> \$0-\$3,000 <input type="checkbox"/> \$12,001-\$15,000 <input type="checkbox"/> \$30,001-\$33,000 <input type="checkbox"/> \$48,001-\$51,000 <input type="checkbox"/> \$3,001-\$6,000 <input type="checkbox"/> \$15,001-\$18,000 <input type="checkbox"/> \$33,001-\$36,000 <input type="checkbox"/> \$51,001-\$54,000 <input type="checkbox"/> \$6,001-\$9,000 <input type="checkbox"/> \$18,001-\$21,000 <input type="checkbox"/> \$36,001-\$39,000 <input type="checkbox"/> \$54,001-\$57,000 <input type="checkbox"/> \$9,001-\$12,000 <input type="checkbox"/> \$21,001-\$24,000 <input type="checkbox"/> \$39,001-\$42,000 <input type="checkbox"/> \$57,001-\$75,000 <input type="checkbox"/> \$24,001-\$27,000 <input type="checkbox"/> \$42,001-\$45,000 <input type="checkbox"/> \$75,001-\$90,000 <input type="checkbox"/> \$27,001-\$30,000 <input type="checkbox"/> \$45,001-\$48,000 <input type="checkbox"/> \$90,001+			
What Community Do You Live In?			
How many people live in your household?		How many are under 18?	
Last date of employment: _____			
How many people in the household are currently working for wages? _____			
Full-time permanent: _____ Full-time temporary: _____ Part-time permanent: _____ Part-time temporary: _____ Seasonal: _____ Odd jobs: _____			
What type of odd jobs do you do for extra income?			
Are you able to show an employer all the documents needed for employment? Check the items that you have. <input type="checkbox"/> Driver's License <input type="checkbox"/> Tribal ID <input type="checkbox"/> Social Security Card <input type="checkbox"/> Birth Certificate		Are you actively seeking employment? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, How long have you been seeking employment? If yes, have you ever interviewed for a job? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, have you ever received a job offer that is acceptable? <input type="checkbox"/> Yes <input type="checkbox"/> No	

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Unemployed Skills Self-Assessment					
Basic Skills (Check all that you possess.) <input type="checkbox"/> Computers <input type="checkbox"/> Microsoft Office Suite <input type="checkbox"/> Writing <input type="checkbox"/> Internet <input type="checkbox"/> Resume/Portfolio <input type="checkbox"/> Basic Math <input type="checkbox"/> Basic Budgeting <input type="checkbox"/> Customer Service <input type="checkbox"/> Telephone Etiquette <input type="checkbox"/> Planning <input type="checkbox"/> Filing/Organizing <input type="checkbox"/> Data entry					
Advanced Skills (Check all that you possess.) <input type="checkbox"/> Accounting <input type="checkbox"/> Marketing <input type="checkbox"/> Data Analysis <input type="checkbox"/> Technical Writing and Reporting <input type="checkbox"/> Database Creation and Management <input type="checkbox"/> Projects Monitoring and Evaluation <input type="checkbox"/> Business Skills <input type="checkbox"/> Website Design and Management <input type="checkbox"/> Personnel Management					
Industry Specific Skills (Check all that you possess.) <input type="checkbox"/> Carpentry <input type="checkbox"/> Cement/Concrete <input type="checkbox"/> Masonry <input type="checkbox"/> Drywall <input type="checkbox"/> Electrician <input type="checkbox"/> Insulation <input type="checkbox"/> Painter <input type="checkbox"/> Plumber <input type="checkbox"/> Roofer <input type="checkbox"/> Sheet Metal <input type="checkbox"/> Iron Worker <input type="checkbox"/> Tile Setter <input type="checkbox"/> Asbestos Worker <input type="checkbox"/> Other (please specify):					
When I'm employed...	Always True	Mostly True	Sometimes True	Mostly Not True	Always Not True
I'm a good employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always on time to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am paid a fair amount for what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy going to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel qualified to apply for the jobs I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good work ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respond appropriately to direction and criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give timely notice of absences and interruptions to work schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for clarification of duties when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work with minimal supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


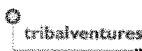

Unemployed Family Support and Personal Motivation					
How important does your family think you getting a job is?	Very Important <input type="checkbox"/>	Important <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unimportant <input type="checkbox"/>	Very Unimportant <input type="checkbox"/>
How important is it to you to get a job?	Very Important <input type="checkbox"/>	Important <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unimportant <input type="checkbox"/>	Very Unimportant <input type="checkbox"/>

Unemployed Trainings and Services					
Mark any Training You <u>Would Like to Receive</u>:	Mark any Training You <u>Have Received/Attended</u>		Month/Year Attended	Training Provided By	
<input type="checkbox"/> Resume Writing	<input type="checkbox"/> Resume Writing				
<input type="checkbox"/> How to complete a job application	<input type="checkbox"/> How to complete a job application				
<input type="checkbox"/> Job Interviewing Skills	<input type="checkbox"/> Job Interviewing Skills				
<input type="checkbox"/> Marketing	<input type="checkbox"/> Marketing				
<input type="checkbox"/> Workin' With Tradition (Job Readiness)	<input type="checkbox"/> Workin' With Tradition (Job Readiness)				
<input type="checkbox"/> CDL Training	<input type="checkbox"/> CDL Training				
<input type="checkbox"/> Bookkeeping/Accounting	<input type="checkbox"/> Bookkeeping/Accounting				
<input type="checkbox"/> Tax Preparation	<input type="checkbox"/> Tax Preparation				
<input type="checkbox"/> Basic Computer Skills	<input type="checkbox"/> Basic Computer Skills				
<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)	<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)				
<input type="checkbox"/> How to use the internet	<input type="checkbox"/> How to use the internet				
<input type="checkbox"/> Web design/development	<input type="checkbox"/> Web design/development				
<input type="checkbox"/> Customer Service	<input type="checkbox"/> Customer Service				
<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Other (please specify):				
How likely would you be to use services or training if they were offered free of charge?	Very Likely <input type="checkbox"/>	Likely <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unlikely <input type="checkbox"/>	Very Unlikely <input type="checkbox"/>
Please check any of the following items that would be a barrier for you to access a service or attend a training:	<input type="checkbox"/> Length of Training What length of training would you be willing to attend? <input type="checkbox"/> 15 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> 1 hour <input type="checkbox"/> 1 ½ hours <input type="checkbox"/> 2 hours <input type="checkbox"/> ½ day <input type="checkbox"/> full-day <input type="checkbox"/> multiple days <input type="checkbox"/> Transportation to/from Training <input type="checkbox"/> Childcare During Training <input type="checkbox"/> Cost of Training/Service <input type="checkbox"/> Access to Information About Training/Service <input type="checkbox"/> Lack of Skills to Access and Complete Training <input type="checkbox"/> Lack of Self-Motivation <input type="checkbox"/> Lack of Family or Community Support				

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\$100 Raffle Entry		
<p>Please enter your contact information to be entered into the raffle for 10 \$100 cash awards. You must complete all of the information to be entered into the raffle. If you do not fill out all of the fields below your name will not be entered into the raffle. The information you enter here will not be connected your survey responses.</p>		
Name:		
Address:		
City:	State:	Zip:
Email (optional):		Phone:

Appendix Two: Employed Survey Instrument



2014 Cheyenne River Workforce Development Survey

Cheyenne River has high rates of both unemployment and poverty. We also have a large number of individuals who are able to work but do not have jobs. Cheyenne River's 2010-2015 Comprehensive Economic Development Strategy advises, "to improve economic development the following areas of human capital need to continue to improve: education, community wellness, workforce development and access to capital/financial responsibility." While the Tribe has worked to develop a strong workforce through internal and external efforts, our strategies remain largely underdeveloped due to limited physical and institutional infrastructure, human capital development, and industry development.

Currently, the Tribe and several community-based organizations are working hard to develop programming to serve the needs of our community members. We are conducting this survey to get a better understanding of the skills available in our community. Most of the questions are about your experiences in the work force and in trying to get a job. Your responses will help tribal leaders and employers better understand the strengths and needs of our work force. It will also help develop a reservation-wide strategy to increase the skills of individuals seeking permanent employment, while ensuring employers build their capacity to effectively hire and retain qualified employees

Sample questions include: current employment status, employment skills, training needed/desired, employment preferences, qualities of a good employee/employer, and various demographic information (age, gender, education, race, etc.)

This survey will take only about 20 to 30 minutes.

To thank you for your participation, you have the option to enter your name in a raffle to win one of 10 \$100 cash awards.

Any information that you provide will remain strictly confidential and not affect your status with Four Bands or any other agency.

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Employed Demographics			
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other (please specify):	Age:	Race/Ethnicity:	Do you have a disability? <i>Such as a hearing, vision, cognitive, movement, self-care, or independent living disability.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other (please specify):
Are you currently in school? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what level: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Junior High <input type="checkbox"/> High School <input type="checkbox"/> High school graduate		What is your Highest Level of Education? <input type="checkbox"/> GED <input type="checkbox"/> Some College <input type="checkbox"/> Vocational <input type="checkbox"/> Associates <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters +	
What is your Household Income? <input type="checkbox"/> \$0-\$3,000 <input type="checkbox"/> \$3,001-\$6,000 <input type="checkbox"/> \$6,001-\$9,000 <input type="checkbox"/> \$9,001-\$12,000 <input type="checkbox"/> \$12,001-\$15,000 <input type="checkbox"/> \$15,001-\$18,000 <input type="checkbox"/> \$18,001-\$21,000 <input type="checkbox"/> \$21,001-\$24,000 <input type="checkbox"/> \$24,001-\$27,000 <input type="checkbox"/> \$27,001-\$30,000 <input type="checkbox"/> \$30,001-\$33,000 <input type="checkbox"/> \$33,001-\$36,000 <input type="checkbox"/> \$36,001-\$39,000 <input type="checkbox"/> \$39,001-\$42,000 <input type="checkbox"/> \$42,001-\$45,000 <input type="checkbox"/> \$45,001-\$48,000 <input type="checkbox"/> \$48,001-\$51,000 <input type="checkbox"/> \$51,001-\$54,000 <input type="checkbox"/> \$54,001-\$57,000 <input type="checkbox"/> \$57,001-\$75,000 <input type="checkbox"/> \$75,001-\$90,000 <input type="checkbox"/> \$90,001+			
What Community Do You Live In?			
How many people live in your household?		How many are under 18?	
Last date of employment: _____			
How many people in the household are currently working for wages? _____ Full-time permanent: _____ Full-time temporary: _____ Part-time permanent: _____ Part-time temporary: _____ Seasonal _____ Odd jobs _____			
What type of odd jobs do you do for extra income?			
Are you able to show an employer all the documents needed for employment? Check the items that you have. <input type="checkbox"/> Driver's License <input type="checkbox"/> Tribal ID <input type="checkbox"/> Social Security Card <input type="checkbox"/> Birth Certificate		Where are you employed? _____ How long have you been employed at this job? How long have you been employed at any job?	

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employed Trainings and Services					
Mark any Training You <i>Would Like to Receive</i> :	Mark any Training You <i>Have Received/Attended</i>	Month/Year Attended	Training Provided By		
<input type="checkbox"/> Resume Writing	<input type="checkbox"/> Resume Writing				
<input type="checkbox"/> How to complete a job application	<input type="checkbox"/> How to complete a job application				
<input type="checkbox"/> Job Interviewing Skills	<input type="checkbox"/> Job Interviewing Skills				
<input type="checkbox"/> Marketing	<input type="checkbox"/> Marketing				
<input type="checkbox"/> Workin' With Tradition (Job Readiness)	<input type="checkbox"/> Workin' With Tradition (Job Readiness)				
<input type="checkbox"/> CDL Training	<input type="checkbox"/> CDL Training				
<input type="checkbox"/> Bookkeeping/Accounting	<input type="checkbox"/> Bookkeeping/Accounting				
<input type="checkbox"/> Tax Preparation	<input type="checkbox"/> Tax Preparation				
<input type="checkbox"/> Basic Computer Skills	<input type="checkbox"/> Basic Computer Skills				
<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)	<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)				
<input type="checkbox"/> How to use the internet	<input type="checkbox"/> How to use the internet				
<input type="checkbox"/> Web design/development	<input type="checkbox"/> Web design/development				
<input type="checkbox"/> Customer Service	<input type="checkbox"/> Customer Service				
<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Other (please specify):				
Does your employer support professional and technical development in the workplace? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:		Has your employer encouraged you to attend trainings for your own professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No Has your employer paid you to attend trainings for your own professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No			
How likely would you be to use services or training at your own expense?	Very Likely <input type="checkbox"/>	Likely <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unlikely <input type="checkbox"/>	Very Unlikely <input type="checkbox"/>
How likely would you be to use services or training provided by your employer?	Very Likely <input type="checkbox"/>	Likely <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unlikely <input type="checkbox"/>	Very Unlikely <input type="checkbox"/>

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employed Skills Self-Assessment					
Basic Skills (Check all that you possess.)					
<input type="checkbox"/> Computers <input type="checkbox"/> Microsoft Office Suite <input type="checkbox"/> Writing <input type="checkbox"/> Internet <input type="checkbox"/> Resume/Portfolio <input type="checkbox"/> Basic Math <input type="checkbox"/> Basic Budgeting <input type="checkbox"/> Customer Service <input type="checkbox"/> Telephone Etiquette <input type="checkbox"/> Planning <input type="checkbox"/> Filing/Organizing <input type="checkbox"/> Data entry					
Advanced Skills (Check all that you possess.)					
<input type="checkbox"/> Accounting <input type="checkbox"/> Marketing <input type="checkbox"/> Data Analysis <input type="checkbox"/> Technical Writing and Reporting <input type="checkbox"/> Database Creation and Management <input type="checkbox"/> Projects Monitoring and Evaluation <input type="checkbox"/> Business Skills <input type="checkbox"/> Website Design and Management <input type="checkbox"/> Personnel Management					
Industry Specific Skills (Check all that you possess.)					
<input type="checkbox"/> Carpentry <input type="checkbox"/> Cement/Concrete <input type="checkbox"/> Masonry <input type="checkbox"/> Drywall <input type="checkbox"/> Electrician <input type="checkbox"/> Insulation <input type="checkbox"/> Painter <input type="checkbox"/> Plumber <input type="checkbox"/> Roofer <input type="checkbox"/> Sheet Metal <input type="checkbox"/> Iron Worker <input type="checkbox"/> Tile Setter <input type="checkbox"/> Asbestos Worker <input type="checkbox"/> Other (please specify):					
	Always True	Mostly True	Sometimes True	Mostly Not True	Always Not True
I'm a good employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always on time to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am paid a fair amount for what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe my employer is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy going to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel qualified to apply for the jobs I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good work ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like my job or boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a problem with my job or boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My boss thinks I am good employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enjoy a Lot	Enjoy	Neutral	Don't Enjoy	Don't Enjoy at All
Working inside an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Strictly 9-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having Flexible Work Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Owning my Own Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charging Relatives Full Price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employing Relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working out of my Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making Traditional Items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving Job Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15




<p>Please check any of the following items that would be a barrier for you to access a service or attend a training:</p>	<input type="checkbox"/> Length of Training What length of training would you be willing to attend? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 25%;"><input type="checkbox"/> 15 minutes</div> <div style="width: 25%;"><input type="checkbox"/> 30 minutes</div> <div style="width: 25%;"><input type="checkbox"/> 45 minutes</div> <div style="width: 25%;"><input type="checkbox"/> 1 hour</div> <div style="width: 25%;"><input type="checkbox"/> 1 ½ hours</div> <div style="width: 25%;"><input type="checkbox"/> 2 hours</div> <div style="width: 25%;"><input type="checkbox"/> ½ day</div> <div style="width: 25%;"><input type="checkbox"/> full-day</div> <div style="width: 25%;"><input type="checkbox"/> multiple days</div> </div> <input type="checkbox"/> Transportation to/from Training <input type="checkbox"/> Childcare During Training <input type="checkbox"/> Cost of Training/Service <input type="checkbox"/> Access to Information About Training/Service <input type="checkbox"/> Lack of Skills to Access and Complete Training <input type="checkbox"/> Lack of Self-Motivation <input type="checkbox"/> Lack of Family or Community Support
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Employed Family Support and Personal Motivation					
How supportive is your family of your job?	Very Supportive <input type="checkbox"/>	Supportive <input type="checkbox"/>	Neutral <input type="checkbox"/>	Not Very Supportive <input type="checkbox"/>	Not At All Supportive <input type="checkbox"/>
In the last five years have you received a raise and/or promotion at your job? <input type="checkbox"/> Raise <input type="checkbox"/> Promotion <input type="checkbox"/> Both <input type="checkbox"/> Neither	If you received a raise or promotion please explain why you were you promoted:				
Does your employer offer performance-based promotions or raises? <input type="checkbox"/> Yes <input type="checkbox"/> No	Would you like to see performance-based standards? <input type="checkbox"/> Yes <input type="checkbox"/> No Why or why not?				

\$100 Raffle Entry		
<p>Please enter your contact information to be entered into the raffle for 10 \$100 cash awards. You must complete all of the information to be entered into the raffle. If you do not fill out all of the fields below your name will not be entered into the raffle. The information you enter here will not be connected your survey responses.</p>		
Name:		
Address:		
City:	State:	Zip:
Email (optional):		Phone:

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Appendix Three: Employer/Supervisor Survey Instrument

2014 Cheyenne River Workforce Development Survey

Cheyenne River has high rates of both unemployment and poverty. We also have a large number of individuals who are able to work but do not have jobs. Cheyenne River's 2010-2015 Comprehensive Economic Development Strategy advises, "to improve economic development the following areas of human capital need to continue to improve: education, community wellness, workforce development and access to capital/financial responsibility." While the Tribe has worked to develop a strong workforce through internal and external efforts, our strategies remain largely underdeveloped due to limited physical and institutional infrastructure, human capital development, and industry development.

Currently, the Tribe and several community-based organizations are working hard to develop programming to serve the needs of our community members. We are conducting this survey to get a better understanding of the skills available in our community. Most of the questions are about your experiences in the work force and in trying to get a job. Your responses will help tribal leaders and employers better understand the strengths and needs of our work force. It will also help develop a reservation-wide strategy to increase the skills of individuals seeking permanent employment, while ensuring employers build their capacity to effectively hire and retain qualified employees

Sample questions include: current employment status, employment skills, training needed/desired, employment preferences, qualities of a good employee/employer, and various demographic information (age, gender, education, race, etc.)

This survey will take only about 20 to 30 minutes.

To thank you for your participation, you have the option to enter your name in a raffle to win one of 10 \$100 cash awards.

Any information that you provide will remain strictly confidential and not affect your status with Four Bands or any other agency.

Employee Demographics					
How many people to you employ/supervise? _____		How many are: Full-Time: _____ Part-Time: _____ Seasonal: _____			
What is the gender of your employees: % Male: _____ % Female: _____	What is the average age of your employees: _____	Race/Ethnicity: % American Indian: _____ % Hispanic: _____ % White: _____ % African American: _____ % Asian American: _____ % Other: _____	Do any of your employees have a disability? Such as a hearing, vision, cognitive, movement, self-care, or independent living disability. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other (please specify): _____ If yes, how many employees have disabilities? _____		
How many employees are currently in school? _____		On average, what is the highest level of education of your employees?			
How frequent is employee turnover? <input type="checkbox"/> Very Infrequent (every 6 months) <input type="checkbox"/> Infrequent (every 3 months) <input type="checkbox"/> Moderate (every month) <input type="checkbox"/> Frequent (every two weeks) <input type="checkbox"/> Very Frequent (every week)	How many positions are currently vacant? _____	<table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Junior High <input type="checkbox"/> High School <input type="checkbox"/> High school graduate </td> <td style="border: none; vertical-align: top;"> <input type="checkbox"/> GED <input type="checkbox"/> Some College <input type="checkbox"/> Vocational <input type="checkbox"/> Associates <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters + </td> </tr> </table>		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Junior High <input type="checkbox"/> High School <input type="checkbox"/> High school graduate	<input type="checkbox"/> GED <input type="checkbox"/> Some College <input type="checkbox"/> Vocational <input type="checkbox"/> Associates <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters +
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Junior High <input type="checkbox"/> High School <input type="checkbox"/> High school graduate	<input type="checkbox"/> GED <input type="checkbox"/> Some College <input type="checkbox"/> Vocational <input type="checkbox"/> Associates <input type="checkbox"/> Bachelor <input type="checkbox"/> Masters +				

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employee Skills Assessment					
	Always True	Mostly True	Sometimes True	Mostly Not True	Always Not True
My employees are always on time to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My employees are paid fairly for what they do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My employees enjoy their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My employees are qualified for their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My employees have a good work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a problem with some of my employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide my employees with opportunities to advance their skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide incentives based on employee performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need more employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What percent of employees would you say are proficient at each skill listed below?	0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Office Suite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone Etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Writing and Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Database Creation and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects Monitoring and Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website Design and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

Employee Trainings and Services					
Mark any Training You <u>Would Like Your Employees to Receive</u> :	Mark any Training You <u>Have Provided for Your Employees</u>		Month/Year Provided	Training Provided By	
<input type="checkbox"/> Resume Writing	<input type="checkbox"/> Resume Writing				
<input type="checkbox"/> How to complete a job application	<input type="checkbox"/> How to complete a job application				
<input type="checkbox"/> Job Interviewing Skills	<input type="checkbox"/> Job Interviewing Skills				
<input type="checkbox"/> Marketing	<input type="checkbox"/> Marketing				
<input type="checkbox"/> Workin' With Tradition (Job Readiness)	<input type="checkbox"/> Workin' With Tradition (Job Readiness)				
<input type="checkbox"/> CDL Training	<input type="checkbox"/> CDL Training				
<input type="checkbox"/> Bookkeeping/Accounting	<input type="checkbox"/> Bookkeeping/Accounting				
<input type="checkbox"/> Tax Preparation	<input type="checkbox"/> Tax Preparation				
<input type="checkbox"/> Basic Computer Skills	<input type="checkbox"/> Basic Computer Skills				
<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)	<input type="checkbox"/> Microsoft Office (Word, Excel, Access, etc)				
<input type="checkbox"/> How to use the internet	<input type="checkbox"/> How to use the internet				
<input type="checkbox"/> Web design/development	<input type="checkbox"/> Web design/development				
<input type="checkbox"/> Customer Service	<input type="checkbox"/> Customer Service				
<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Other (please specify):				
Do you support professional and technical development in the workplace? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:	Do you encourage your employees to attend trainings for their professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:		Do you pay your employees to attend trainings for their professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe:		
How likely would your organization be to pay for your employees to receive professional development services or trainings?	Very Likely <input type="checkbox"/>	Likely <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unlikely <input type="checkbox"/>	Very Unlikely <input type="checkbox"/>

Please check any of the following items that would be a barrier for your employees to access a service or attend a training:	<input type="checkbox"/> Length of Training What length of training would you be willing to attend? <input type="checkbox"/> 15 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> 45 minutes <input type="checkbox"/> 1 hour <input type="checkbox"/> 1 1/2 hours <input type="checkbox"/> 2 hours <input type="checkbox"/> 1/2 day <input type="checkbox"/> full-day <input type="checkbox"/> multiple days				
	<input type="checkbox"/> Transportation to/from Training <input type="checkbox"/> Childcare During Training <input type="checkbox"/> Cost of Training/Service <input type="checkbox"/> Access to Information About Training/Service <input type="checkbox"/> Lack of Skills to Access and Complete Training <input type="checkbox"/> Lack of Self-Motivation <input type="checkbox"/> Lack of Family or Community Support				
How satisfied are you with your hiring process?	Very Satisfied <input type="checkbox"/>	Satisfied <input type="checkbox"/>	Neutral <input type="checkbox"/>	Dissatisfied <input type="checkbox"/>	Very Dissatisfied <input type="checkbox"/>
Do you offer performance-based promotions or raises? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, would you like to see performance-based standards? <input type="checkbox"/> Yes <input type="checkbox"/> No Why or why not?					

WORKFORCE DEVELOPMENT SURVEY RESULTS – 1.23.15

\$100 Raffle Entry		
<p>Please enter your contact information to be entered into the raffle for 10 \$100 cash awards. You must complete all of the information to be entered into the raffle. If you do not fill out all of the fields below your name will not be entered into the raffle. The information you enter here will not be connected your survey responses.</p>		
Name:		
Address:		
City:	State:	Zip:
Email (optional):	Phone:	